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ABSTRACT

During summer 1975, Cochise College surveyed 150 (96 responded) community colleges in the six regional accrediting associations to determine their practices in granting credit for non-traditional learning experiences. The study had four objectives: to compare the practices of the North Central association, to which Cochise College belongs, with those of the five other associations; to examine enrollment sizes to see if they influence credit granting policies; to determine whether date of institutional establishment altered credit granting practices; and to describe the differences in types of credit awarded between public and private colleges. Colleges in all six districts awarded varying degrees of credit for College Level Examination Program (CLEP) exams, for work experiences, for military experience, for United States Armed Forces Institute participation, for courses taken in non-accredited institutions, and for in-service professional training. Every district except the Western district granted credit for travel experiences; the North Central association required the highest CLEP scores; and the Western and Northwestern associations most frequently awarded work experience credit. The only significant difference between public and private colleges was that private colleges tended to be older. Differences between enrollments and criteria for awarding credit are explored. (TR)

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SURVEY OF PRACTICES OF COMMUNITY COLLEGES IN GRANTING CREDIT FOR NON-TRADITIONAL LEARNING EXPERIENCES

BEST COPY AVAILABLE

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Monica Schwartzblatt, who now lives in California, initiated this project and developed the questionnaire. Although she moved to California before the project could be completed, a large amount of the credit should go to her.

The 96 out of the 150 Community Colleges who responded to the questionnaire also deserve our thanks because without them the study could not have been completed.

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SUMMARY

During the summer of 1975, one hundred and fifty questionnaires, "Survey of Practices of Community Colleges in Granting Credit for Non-Traditional Learning Experiences," were sent to community colleges in the six regional accrediting associations. The associations were North Central, Western, North Western, New England, Southern, and Middle. Of the 150 sent, 96 (64%) of the colleges replied.

At the time the questionnaire was sent, about 768 community colleges were listed as members of the regional accrediting associations. The 150 were selected by a stratified sampling. The study was undertaken by Cochise College, Douglas, Arizona, under a grant from the Council of North Central Association of Community Junior Colleges.

From the universe of 768 community colleges in the United States, a random sample of 150 was chosen using the random tables of 5000 random digits reproduced from "Million Random Digits" by the Rand Corporation (1955) in the book, Introductory Engineering Statistics (1966). *

The Project Had Four Objectives:

1. To compare the practices of the five other regional accrediting asscciations with North Central. North Central was used as reference point because Cochise College belongs to the North Central Association.
2. To compare the size of enrollment to see if size influenced policy for granting credit for non-traditional learning.

3. To see if date established influenced the granting of credit for non-traditional learning.
4. To describe the differences, if any, in credit awarded for non-traditional learning between public and private colleges.

Sample

The six regional associations in the United States are reported in the following order: 1) North Central, 2) Western, 3) North Western, 4) New England, 5) Southern, 6) Middle.

One hundred and fifty community colleges were selected out of seven hundred and sixty-eight to be sent questionnaires concerning their policies in granting credit for non-traditional learning. A stratified sampling composed of sub-groups of different sizes was used according to Barrett's suggestion in sampling sub-groups or strata.[1]

Every regional association has a different number of states in each of them, so the stratification was done to give a proportional share to each region according to the number of states that each one represents. In that manner:

1. The Northwest Association represents seven states which corresponds to a 13% of the total, so we chose 19 colleges from that region.
2. The North Central Association represents 19 states or a 35% of the total, so we chose 53 colleges from that region.
3. The Western Association represents three states or 5% of the total, so eight colleges were chosen from that region.

4. The New England Association represents six states or 11% of the total, so 16 colleges were chosen from that region.
5. The Middle States Association represents nine states or a 16% of the total, so 24 colleges were their proportional share of the sample.
6. The Southern States Association represents 11 states or a 20% of the total, so 30 colleges were their proportional share of the sample.

Please note that the number of states totals over 50. This is because Guam, the Virgin Islands, Puerto Rico, the Canal Zone, and the District of Columbia have community colleges that are members of various regional accrediting associations and they were included in the sample.

TABLE I

Accrediting Associations	Number sent	Number Returned	Percent Returned
Community Colleges	150	96	64
North Central	53	37	69
Western	8	4	50
North Western	19	15	78
New England	16	9	56
Southern	30	14	46
Middle	24	17	70

Throughout this study, the asterisk (*) indicated significant difference at the .05 level of confidence.

The S E of the difference between two independent means has been calculated according to Garrett.[2] Since the number in the samples was somewhat low, the small independent method was used.

RESULTS OF THE QUESTIONNAIRE

It was interesting to note that most of the accrediting regions had a similar mean enrollment with the exception of the Western region.

TABLE II

Enrollment

	NC	W	NW	NE	S	M
Enrollment	4837	15,325*	3579	2934	2625	5046
Accreditation Status (1.=full)	1	1	1	1	1	1
Established Date (1.=prior to 1940) (2.=between 1941-1965)	2	1.3	2	2	1.7	1.9
(2)Public(1)Private	1.9	2	1.8	2	1.6*	1.8

The accreditation status of all colleges sampled indicated full accreditation by their regional accrediting associations.

In terms of times colleges were established, North Central seemed to be younger along with North Western and New England, although this was not significant statistically.

The Southern Association did have significantly more private institutions than the other associations. Probably this was due to more church-related schools in this region. Further, it should be noted that in Tables III, and VI, the Southern Association varied significantly from North Central on awarding CLEP credit, military experience, and USAFI-DANTES credit. In these instances, the Southern Association tended to offer less credit for non-traditional learning. The establishment date of the Southern Association of Colleges, Table II, was a little earlier (prior to 1940) than the colleges in the other associations, which may explain a more traditional viewpoint of colleges in the Southern Association. The exception was the Western Association which had more colleges started

prior to 1940 but perhaps due to the population make-up of the Western Association, they were less traditional than the Southern Association.

TABLE III

Credit for CLEP
(General and Subject Exams)

	NC	W	NW	NE	S	M
+1.Awards credit for CLEP general exams (1.=yes) (2.=no)	1.1	1.5*	1.2	1	1.4*	1
2.Units for general exams	5.6	4.5	5.6	4.5	3.6	5.1
3.Minimum score on general exams	492*	400	400	450	433	457
4.Units CLEP general exams	3.4	3	3.7	3	3	3.2
5.Minimum score on subject exams	45	50	49	50	48	49

+1. Numbers follow items on questionnaire. (Note Appendix A)

The Western and Southern Associations had significantly more reservation about awarding credit for the CLEP general exams. The amount of credit varied among the six associations from 3.6 to 5.6 units. The Educational Testing Service recommends 6 units per General Examination; however, it can be seen that colleges and universities claim the right to their individuality.

The North Central Association on the five General Examinations required a significantly higher mean score than the other five associations. Yet on the Subject Examinations North Central required the lower mean score, 45, although the score was not significantly lower at the .05 level of confidence. The minimum standard score for all six associations was close to 50 which indicated the six associations were more consistent

on required scores for Subject Examinations than on the General Examinations.

The colleges in the Western and New England Associations appeared to accept the recommendations of the American Council on Education more than colleges in the other four associations. The American Council on Education recommends acceptance of credit at the 25th percentile or approximately a 400 standard score for the General Examination.

Work Experience

Work experience created another problem for colleges and universities. Evidently, colleges, universities, and accrediting associations recognized the learning value of work experience. At this time, they do not know quite what to do with work experience in terms of credit; however, all of the associations were attempting to deal with the question of work experience in a constructive way.

TABLE IV

Credit For Work Experience

	NC	W	NW	NE	S	M
6.Awards credit for work experience (1. = yes, 2. = no)	1.5	1*	1*	1.4	1.7	1.6
7.Criteria presented in another section.						
8.Units allowed	4	4	3.5	3.5	4	3

The Western Association and the North Western Association significantly recognized credit for work experience more than the colleges in the other four regions. The colleges in the Southern, Middle, North Central and New England Associations tended to be more traditional in reference

to formal classroom learning.

Military Experience and Service Schools

TABLE V

Credit for Military Experience

	NC	W	NW	NE	S	M
9.Awards credits for military experience (1.=yes,2.=no)	1.1	1	1.3	1.4	1.5*	1.4*
10.Use ACE Guide (1.=yes,2.=no)	1.1	1	1.3*	1	1.4*	1.2
11.Units allowed from military experience	3.9	4	3.9	3.7	3.6	4

In comparison to North Central Association, the Southern and Middle Associations had significantly fewer colleges who awarded credit for military experience. The ACE Guide was used more often by colleges in the North Central, Western, New England, and Middle Associations. The colleges in all six of the regions which granted credit for service courses tended to award about the same number of units. Questions 9, 10, and 11 were not clear. They were intended to include military experience and military service schools. The questions unfortunately did not include service schools although some responses did.

In Table VI, it will be noted that fewer colleges allowed credit for USAFI-DANTES courses in the Southern Association compared to colleges in the five other associations. However, those institutions in the Southern region who granted credit for USAFI-DANTES allowed credit at a significantly lower score (40).

Colleges from the Western region granted USAFI-DANTES credit if the score was 53 or better. The colleges in the Western region required

the higher score (53) of any of the other regions.

TABLE VI

Credit For USAFI-DANTES

	NC	W	NW	NE	S	M
12.Awards credit for USAFI-DANTES (1.=yes, 2.=no)	1.1	1	1.3	1.2	1.4*	1.2
13.Minimum score required	50	53	48	48	40*	46
14.USAFI and/or service courses credits allowed toward graduation	16	12	17.8	21	17	22

Credit For Travel Experience

In reference to credit given for travel, most colleges in each region did not give credit. Some colleges had courses which involved some travel. Those colleges which offered credit for travel experience required that the travel be college-designed and sponsored and not travel which students might do on their own.

TABLE VII

Credit For Travel

	NC	W	NW	NE	S	M
15.Allows credit for travel (1.=yes,2.=no)	1.7	2	1.8	1.9	1.9	1.9
16.Criteria described in another section.						
17.Number of credits allowed for travel	3.5	0*	4	0*	2	2.3

The question of credit for travel seemed to be a thorny one.

The only apparent significant difference lay in the number of credits

allowed for travel by New England and Western as compared to North Central. The zeros appeared because the colleges did not answer question 17 in terms of credit allowed, but they did have certain conditions where credit for travel was granted.

GRANTING CREDIT FOR COURSES TAKEN WITH NON-ACCREDITED INSTITUTIONS

The colleges from the six regions seemed to have very similar attitudes and mixed emotions about credit for courses taken with non-accredited institutions.

TABLE VIII

Credit For Courses

Taken In Non-Accredited Institutions

	NC	W	NW	NE	S	M
Item I award credit 18.(1.=yes,2.=no)	1.6	1.8	1.6	1.6	1.9	1.7

19.Criteria for awarding credit presented in another section.

No significant difference appeared, but the Southern Association tended to have fewer colleges awarding credit for courses given by non-accredited institutions.

TABLE IX

Credit for In-Service Training

Police Academies, FBI Schools, Etc.

	NC	W	NW	NE	S	M
20.Credit for in-service training (1.=yes,2.=no)	1.3	1.7	1.2	1.5	1.8	1.6

21.In-service training for which credit was given and the process in

determining credit will be considered in another section.

22.Other sources of credit for non-traditional learning not suggested in the questionnaire will be listed in another section.

Community colleges in all accrediting regions allowed credit for some form of in-service training. There was no significant difference among the accrediting associations.

Colleges in the Western and the Southern regions tended to be less willing to award credit for in-service training experience.

COMPARING COLLEGES ACCORDING TO DATES ESTABLISHED

The dates prior to 1940, 1941-65, and after 1965, were arbitrarily chosen. Prior to 1940 was before World War II, an event which brought many changes in thoughts and attitudes toward education. The middle sixties was chosen because during that time a radical change took place between students and educational institutions.

The first comparison was between colleges started prior to 1940 and colleges started between 1941-1965.

Older schools were more willing to give credit for military experience when compared to those started between 1941 and 1965. Statistically, the schools sampled indicated that the colleges started prior to 1940 were significantly more willing to recognize military experience for credit than those started between 1941 and 1965.

In comparing colleges started prior to 1940 and those started after 1965, the only item which indicated significant difference related to awarding credit for courses taken from non-accredited schools such as correspondence schools or proprietary schools, item 19.

The mean for colleges started prior to 1940 was 1.4 (1.=yes, 2.=no) and for those started after was 1.9. The difference was significant between the older colleges and the younger ones. The older colleges were more willing to give credit for the courses taken at non-accredited institutions. On all other items, colleges which started after 1965 had similar attitudes and policies as those started prior to 1940 on the 26 items of the questionnaire.

COMPARISON OF COLLEGES STARTED BETWEEN 1941-1965 AND AFTER 1965

Colleges which started during the period of 1941-1965 and those which started after 1965 had four significant differences. Thus, more differences existed between colleges in this comparison than those started before 1940 and colleges started between 1941-1965. Also, more differences show up in this comparison than occurred when compared to after 1965 colleges and the prior to 1940 group. The four items on which a significant difference occurred are shown in Table X.

TABLE X

Colleges Started Between 1941-1965 and After 1965

Item	Colleges Started Between 1941-1965	Colleges Started After 1965
1.Award credit for CLEP (1.=yes,2.=no)	1.2*	1
11.Units allowed for military experience	4 *	3.4
12.Award credit for USAFI-DANTES courses (1.=yes,2.=no)	1.3*	1
13.Minimum score for USAFI-DANTES	50 *	42

With the exception of item 11, credits allowed for military experience, colleges established after 1965 had more lenient policies on the three other items. However, colleges started before 1940 and those after 1965 were similar to each other on these items.

COMPARISON BETWEEN PRIVATE AND PUBLIC TWO YEAR COLLEGES

Of the 26 items in the questionnaire, only one showed a significant difference. The item which showed a significant difference was the date established. More of the private colleges were established prior to 1940. More of the public colleges were started between 1941 and 1965.

COMPARISON OF THE SIZE OF THE COLLEGES

Significant differences were shown to exist on two items when colleges with under 1500 enrollment were compared with colleges between 1500 and 5000. Table XI indicates the differences.

TABLE XI

Size of the Colleges

Item	Under 1500	1500-5000
Est.date established (1.-Prior to 1940) (2.=1941-1965)	1.7	2.2*
4.Units of credit awarded for subject exams (CLEP)	4 *	3
6.Credit for work experience (1.=yes,2.=no)	1.6	1.3

The smaller colleges awarded more credit for CLEP subject examination, but they were less willing to recognize work experience for credit.

One significant difference appeared between the smaller colleges (under 1500) and the larger colleges (over 5000). The information indicated that the private institutions tended to have smaller student bodies while the larger student-body colleges were public institutions. No other significant differences were noted.

No significant difference was suggested between colleges of 1500-5000 and those over 5000 with the exception of criteria for awarding credit for work experience. The criteria will be considered in another section. The colleges of 1500-5000 enrollment leaned more toward requiring workshops, seminars, licenses, or certificates. The colleges of over 5000 had policies less formal and more closely related to performance on the job.

CRITERIA USED FOR EVALUATION
(All Regions Considered)

Work Experience
Criteria Reported

1. Some colleges said "yes" to giving credit for work experience but did not explain criteria.
2. Work experience was awarded credit by some colleges as long as it was completed under a co-op program sponsored by the college.
3. Some added to the criteria and suggested that the college require a competency examination as well as:
   a. years of experience
   b. advancement in some field of work
   c. completion of in-service training
4. On the job evaluations were required by some colleges.

5. A portfolio and biography required for work experience was the policy of a few colleges.
6. Several colleges provided specific policies too lengthly to include in this report. The indication was they were seriously working with the challenge of credit for non-traditional learning.
7. Along with recommendations and experience, some colleges had students evaluated by a committee in terms of actual performance. In some cases, this procedure was called credit by evaluation.
8. In a few colleges a written report by the student was required.

Comments Related to Credit for Work Experience

Some colleges used one criteria and others used more than one. No specific pattern seemed to be suggested except that (a.) years of experience and (b.) completion of in-service training programs were somewhat favored.

All four conditions listed on the questionnaire, (see Appendix A), were required by some colleges. The two mentioned most were:

"Only if under controlled supervision by college."

"Work must be in coordination with school-operated workshops."

The tally of colleges which reported credit for work experience is listed below in Table XII.

TABLE XII

Criteria Used

Criteria used by colleges awarding credit for work experience:

Table XII (cont.)

	Number of colleges using the criteria
a. Years of experience in work	30
b. Letters of recommendation	24
c. Advancement in some field of work	19
d. Completion of in-service training programs, workshops, seminars, licenses, or certification held	41
e. Challenge exams	10

MILITARY EXPERIENCE

Use of ACE Guide

1. One college substituted the COMMUNITY ON CREDITATION OF SERVICE EXPERIENCE.
2. Some used only credit by examination to award units for military experience.
3. A limitation was placed by some on military experience which had a civilian counterpart and then only sparingly. No credit was awarded but advanced placement might be allowed for military experience.
4. The only credit allowed was physical education activity courses with an honorable discharge.
5. Allowed 6 credit hours to be used as electives in the program the student chose.

The colleges which awarded credit for military educational experience leaned strongly toward the use of the guidelines offered by the ACE Guide. Some, however, varied from the ACE Guide and used other guidelines or required a proficiency examination.

CREDIT FOR TRAVEL

Some colleges in all accrediting regions have given credit for travel experience. The tally in Table XIII indicates the criteria used by those who did give credit. Some used just one while others used more than one.

TABLE XIII

Criteria credit for travel experience

	Number requiring criteria
1. Presentations using photos, slides, film	7
2. Publications, reports papers	8
3. Essays describing experience	10
4. Others not listed	
a. Travel developed by college and under college supervision	13
b. Credit by examination	1

A very small number of colleges in each region granted credit for travel experience.

AWARDING CREDIT FOR COURSES TAKEN AT A NON-ACCREDITED INSTITUTION

Several colleges reported policies for awarding credit for courses taken at a non-accredited institution. Table XIV indicates the criteria for awarding credit.

TABLE XIV

Credit for courses taken: Non-accredited institutions

Item	Number of colleges awarding credit
19.a, Length of time	19
b, Description of the content of the courses	22
c, Evaluation of student progress	23
d, Other	11

The Following Criteria Were Given By The Colleges Who Had Other Criteria:

1. In appropriate instances where skill was involved, performance of skill level was required. In some cases, the college required departmental recommendation. An examination might or might not be required.

2. To grant credit for courses taken at a non-accredited institution, a few of the colleges granted credit after the student had completed one to two semesters at their college with a "C" or better grade.

3. Challenge examinations were required by several institutions in order to award credit. One college granted credit for courses at non-accredited institutions if three senior institutions had granted the credit.

4. No credit was given for non-accredited institutional courses unless they related to the program the student was pursuing at the enrolled college.

Two other criteria were mentioned. One was that if in the judgment of the college the courses were determined to be valid educational experience, credit would be allowed. Second, if the non-accredited

institution had a reputation acceptable within the specified discipline, and with approval of the Division Director, credit would be granted.

IN-SERVICE TYPES OF PROGRAMS

Item 20,21, and 22 dealt with in-service programs. Police academies, FBI schools, and civil service were mentioned as examples. In reading the reports on the questionnaire, it was not always clear whether the answers referred to in-serivce training per se or work-life experience.

If the line between in-service and work-life experience was somewhat blurred, perhaps the distinction was less important than criteria used to award credit.

In-service training should refer to organized training through workshops, seminars and other specifically designed training programs.

The first group included protective agencies such as FBI schools, state and local police academies, correctional officers training, Alaska Public Safety, and fire science training. Most colleges had some policy regarding police training. Policies regarding in-service training were not as generous. The following criteria which seemed to be fairly general will be considered first, and any unusual criteria will be noted.

General Criteria:

1.) Institutional evaluation of the in-service training was usually by academic councils, deans, or directors of related programs.

2.) Length of training time, content of course or training and

how it equated to courses taught at the college were factors considered.

3.) Elective credit was not allowed by the colleges for in-service training unless the content of the training related directly to the program in which the student was enrolled.

4.) In some cases credit by examination was required along with certificates or other documents certifying the completion of a program.

5.) Proficiency at skill levels was required by some colleges where it was appropriate.

CRITERIA FOR GRANTING CREDIT FOR NON-TRADITIONAL LEARNING

Granted Credit For In-Service Training

1.) In Virginia, the state community colleges system evaluates the programs and recommends courses and credit hours to be allowed for state police and correction officers programs.

2.) A few colleges granted credit for FBI schools on the basis of the University of Maryland evaluation.

The remainder of this portion of the report will consider policies relating to programs not as popular as the protective agencies.

Social Services

Bellevue Community College in the North Western region granted credit for social services field work experience. The student could be involved with schools or mental health and Red Cross programs. Criteria included evaluation by the college; the student must be under guidance of the college at the time of the field experience - credit not granted after the fact.

Nursing Experience - X-Ray Technology

One college reported granting credit for experience in nursing after extensive testing. Also based on thorough testing, up to 15 units could be granted for competiency as an X-Ray technician for those who had experience in on-the-job training.

Courses Offered By Professional Associations

Some colleges have made an effort to work out arrangements to award credit for courses offered by professional associations for their members. The associations include American Institute of Banking, Life Office Management Association, Certified Public Secretaries, National Association of Legal Secretaries, and an Association of Dietetics. No criteria the colleges used were given.

Co-Operative Education

Several of the colleges reported co-op programs. These programs were under direct supervision of the colleges with coordinators who worked closely with students and the employers with whom students were placed. Criteria were related to college requirements and evaluations by employers and the coordinators.

College Without Walls

An intriguing concept had been developed by the Kansas City Community College called the "College Without Walls." This is, of course, not a new idea but it's application to the community college is unusual. Space does not allow a full statement of their guidelines but a brief digest is included:

1. "College Without Walls" students may apply for credit to be granted for previous experience if these experiences were

relevant to the vocational and educational objectives of the student.

2. All evaluations are done on an individual basis. Acceptable documentation includes certificates, licenses, transcripts, tapes, films, video-tapes, newspaper articles, conference outlines, logs, reports, examinations. portfolios, recitals, exhibits, productions, any form of mass media reporting, and diplomas. Credit would be granted only for educationally related experience, not routine job performance.
3. Experience must be related to current academic course offerings.
4. A committee appointed by the "Director, College Without Walls" evaluates documentation.
5. Fifteen units toward a degree was the usual maximum credits allowed.

Some Other Observations

1. Some colleges used the New York Proficiency Examination much as others used the CLEP examinations for the basis of awarding credits. Also college credit was granted in some instances by the New York Regents External Degree Program for work experience.
2. In relation to college-developed proficiency examinations, they were reported to be written, oral, and performance based or a combination of these. In most cases, colleges said a student must be enrolled to receive any credit.
3. A few colleges mentioned independent study and advanced placement as the basis of awarding credit for non-traditional learning. One college allowed in-service training and work experience to count toward a vocational internship if the program at the college required an internship.

4. A Louisiana college said they gave credit for in-service training if the training was under the Louisiana State University System.
5. One college had open entry and open exit to most of their vocational programs; also, they had a self-paced lab for math, history, and humanities. These courses were traditional, but the approach was not.

FINDINGS

Objective One:

Difference in awarding credit for non-traditional learning among the six regional accrediting associations is as follows:

The only significant difference in the size of the community colleges was that the Western region had by far the largest mean number in enrollment. Colleges in North Central, North Western, and New England tended to be younger. The Southern Association had significantly more private colleges than any other.

Colleges in the Southern Association tended to offer less credit for military experience and USAFI-DANTES courses. The Western and Southern Associations had more colleges which did not allow credit on the CLEP General Examinations. North Central required a significantly higher score (492) on the general examinations than colleges in the other regions. But on a minimum score (45) on subject examinations, North Central was the lowest.

Some colleges in all regions offered credit for work experience. The Western and North Western were more willing to give credit. Fewer colleges in the Southern and Middle Associations gave credit for military experience. The colleges that did give credit allowed about the same amount.

Some colleges in each region allowed credit for USAFI-DANTES courses. Fewer colleges in the Southern region granted credit for these courses. However, those in the Southern region accepted a lower mean score. The number of USAFI-DANTES credits allowed toward graduation varied between 12 and 18. Not all regions gave credit for travel. The Western Association had none. The number of credits allowed by the colleges which did give credit were from 2 to 4. All six regions had colleges which allowed credits for courses taken in non-accredited institutions. All colleges reported a similar practice. For in-service training, each college reported policies for giving credit.

Objective Two:

Colleges compared to date established revealed some differences: Three periods for establishment were selected: prior to 1940, between 1941-1965, and after 1965.

In the comparison between colleges started prior to 1940 and colleges starting between 1941-1965, only one item showed significance. The older established colleges were more willing to award credit for military experience.

When colleges started prior to 1940 were compared to colleges started after 1965, the only significant difference was that older colleges more often would grant credit for learning in non-accredited institutions such as correspondence schools and proprietary schools.

Colleges started after 1965 compared to those started from 1941-1965 awarded credit more often for CLEP and USAFI-DANTES and accepted a minimum score of 42 rather than 50 which the earlier schools required. The colleges started between 1941 and 1965 gave significantly more

credit for military experience than those started after 1965.

Objective Three:

Comparison between private and public colleges on granting credit for non-traditional learning suggested some difference. In the comparison between private and public institutions, only one of the 26 items was significantly different. More of the private colleges were founded prior to 1940.

Objective Four:

The size of the colleges compared on policies of granting credit for non-traditional learning indicated some differences. Three groups were chosen; under 1500, 1500-5000, and over 5000 enrollment. The smaller colleges were established earlier as compared to the 1500-5000 enrollment group. However, the smaller colleges offered more credit for CLEP Subject Exams and for work experience. More public than private community colleges were in the 5000 or more enrollment. In terms of credit for work experience, colleges of over 5000 had policies more related to performance on the job while colleges of 1500-5000 wanted a more structured experience such as workshops and seminars. "What are you doing?" or "What training are you getting?" seemed to be the difference.

CRITERIA FOR AWARDING CREDIT FOR NON-TRADITIONAL LEARNING

The criteria for awarding credit for work experience varied from college to college. Years of experience on the job, letters of recommendation, advancement in the same field of work, and completion of in-service training were some of the criteria. Holding licenses

such as FAA in aviation were accepted by some colleges. Military experience and military-service courses have probably received more attention than any other area of non-traditional learning. Physical education credit was the common credit offered for military experience. The American Council on Education recommendations were the most-used source of credit offered for service courses. Travel developed and supervised by the college seemed to be the favored criteria.

What to do with courses taken at non-accredited institutions also posed a problem for the accredited colleges. Length of time for courses, content of courses, evaluation of student progress in the college after one or two semesters, challenge examinations, applying courses to a program of study and whether the institution was reputable in its field were criteria reported as acceptable.

Police and FBI academies were most accepted by the colleges in awarding credit for in-service training. Institutional evaluation and equation to college courses seemed to be the most common criteria for awarding credit.

Two colleges offered credit for social in-service training as long as the training was under their sponsorship. One college allowed credit for in-service as long as it was under state university sponsorship.

A Kansas City college developed a unique adaptation to the college-without-walls concept. A few colleges were working with professional associations such as the American Institute of Banking in order to grant college credit for their courses.

MAJOR FINDINGS

1. The colleges in the North Central Association significantly required the highest score (492) on the CLEP General Examinations to obtain college credit.
2. The colleges in the Western and North Western Associations awarded credit for work experience more often than colleges from the other four associations.
3. For military service, colleges from the Southern and Middle Associations were reluctant to offer credit.
4. Colleges in the Southern Association tended to deny credit for USAFI-DANTES more than the other associations. However, when they did give credit, the acceptable score was lower (40).
5. A significant difference existed between the Western and New England Associations and the other four associations on credit for travel. Colleges in the North Central, North Western, Middle, and Southern Associations awarded more credit.
6. The only significant difference which appeared between private and public colleges was the private colleges were established at an earlier date.
7. Colleges with under 1500 enrollment, when compared to those of 1500-5000, were started earlier and awarded more credit for CLEP Subject Examinations. However, the smaller colleges allowed less credit for work experience.
8. Criteria for awarding credit for work experience for all colleges included evaluation by the college, portfolio with documentation, performance skill, completion of in-service training and years of experience. Most colleges which awarded credit for military ex-

perience used the ACE Guide.

9. Colleges from all six associations preferred essays which described travel experience in order to be granted credit. Also, the colleges required that the travel be designed and supervised by the individual college.
10. All colleges in the six accrediting regions had policies for awarding credit for courses taken from non-accredited institutions.
11. The suggested criteria for receiving credit from non-accredited institutions were length of time the courses were taught, description of content, and evaluation of student progress in the college in which they were enrolled.
12. Most colleges from the six associations granted credit for in-service training. Police academies offered programs most often reported as receiving credit.
13. Colleges which granted credit for in-service training were similar in each association. The criteria involved evaluation from the college in terms of length of training and content. Further, credit was granted only if the college had similar courses.

REFERENCES

References:

* Guttman, Irwin, Wilks, S.S. Introductory Engineering Statistics, John Wiley & Sons, Inc., New York, London, Sydney, 1965, P. 311-313

1. Garrett, Henry E. Statistics in Psychology and Education, New York, David McKay Company, Inc., 1958, P. 206

2. Ibid, pp. 223-225

Sources of further information on credit for non-traditional learning:

Meyer, Peter, Awarding Credit for Non-College Learning, San Francisco, Jossey-Bass Publishers, 1975.

The Counselor's Handbook and Guide to Credit by Examination, Published by R. E. Whitmore, Jr., Printer/Publisher, 337 East Maden Street, New Holland, Pennsylvania 17557

Credit-Granting and Practices Relating to Formal Military Courses in Post Secondary Education. Published by the Office of Educational Credit, American Council on Education, One Dupont Circle, Washington, D. C. 20036.

Council for the Advancement of Experimental Learning. (Formally, Cooperative Assessment of Experimental Learning-CAEL.) Antioch College, American City Building, Suite 403, Columbia, Maryland 21044.

The most extensive work on assessing non-traditional learning has been done by the above group. Many publications are available through them.

APPENDIX A

COLLEGE CREDIT FOR NON-TRADITIONAL LEARNING EXPERIENCE QUESTIONNAIRE

COLLEGE CREDIT FOR
NON-TRADITIONAL LEARNING EXPERIENCE
QUESTIONNAIRE

The purpose of this questionnaire is to obtain information on College Credit given by your institution for non-traditional, non-college learning experience. Please read each statement carefully and circle at the right of the statement your institution's policy regarding credit given to the specific experience.

Name of Community College _____

Address _____

_____

Total number of students enrolled _____

How many of the above were given credit for non-college learning experience

_____

Accreditation status _____

Regional Accrediting Association _____

Please read each statement carefully and then circle the answer that best describes your institution's policy of awarding credit. If none of the alternatives apply, briefly describe your policy.

1. Our institution awards college credit for CLEP. Yes No

2. Units of college credit awarded for CLEP general Examinations. 3 6

3. Minimum score required on the general Examinations to be awarded the above credits.
   Standard score of: 300 350
   400 450
   500

4. Units of college credit awarded for CLEP Subject Examinations. 1 2 3

5. Minimum score required on the Subject Examinations to be awarded the above credits. Standard score of: 40 50 60

6. Our institution awards college credit for work experience. Yes No

7. Criteria used for the awarding of credit for work experience. Circle all that apply.

   a. years of experience in the work
   b. letters of recommendations
   c. advancement in the same field of work
   d. completion of in-service training, programs, workshops, seminars, licenses, or certificates held

8. Units of college credit given for work experience 1 2 3
   4 or more

9. Our institution awards college credit for military experience. Yes No

10. The ACE guide (Guide to the Evaluation of Educational Experiences in the Armed Services) is used for evaluating the awarding of credit for military experience. Yes No

    If no, name the guide used and briefly describe your evaluation procedure.

11. Units of college credit given for military experience. 1 2 3 4 or more

12. Our institution awards college credit for USAFI courses. Yes No

13. Minimum percentile score required for the purpose of awarding credit for USAFI courses is 30 40 50 60

14. USAFI credits and/or Service Courses credits allowed towards graduation. 6 9 12 15

15. Our institution awards college credit for travel experience. Yes No

16. The criterion used to determine college credit for travel experience is

___ presentation using photos, slides, films
___ publications, reports, papers
___ essay describing their experience

17. The number of credits awarded for travel experience is 1 2 3

18. Our institution awards credit for courses taken with non-accredited institutions, i.e. correspondence schools and proprietory schools, etc. Yes No

19. The requirements for granting credit for courses completed with non-accrediting institutions are

___ length of time
___ description of the content of the course
___ evaluation of student progress
___ other

20. Our institution awards credit for in-service training, i.e. Police Academy, FBI, Civil Service, etc. Yes No

21. In-service training for which we grant credit. Please list and briefly describe the process used in determining credit.

This questionnaire has not listed all sources of credit from non-traditional learning experience. Please add others used by your institution.

A copy of the results of this study will be sent to you upon request.

APPENDIX B

LIST OF PARTICIPATING COLLEGES

The following is a list of the colleges which participated in our study:

Adirondack Community College, Glens Falls, New York

Alpena Community College, Alpena, Michigan

Arizona Western College, Yuma, Arizona

Barton County Community College, Great Bend, Kansas

Bellevue Community College, Bellevue, Washington

Bismarck Junior College, Bismarck, North Dakota

Black Hawk College, Moline, Illinois

Borough of Manhatten Community College, New York, New York

Broome Community College, Binghamton, New York

Bucks County Community College, Newton, Pennsylvania

Camden County College, Blackwood, New Jersey

Catonsville Community College, Catonsville, Maryland

Central YMCA Community College, Chicago, Illinois

Centralia College, Centralia, Washington

Clarke College, Newton, Mississippi

Colby Community College, Colby, Kansas

College of Southern Idaho, Twin Falls, Idaho

Columbia Basin College, Tri-Cities, Washington

Community College of Baltimore, Baltimore, Maryland

Community College of Beaver County, Manaca, Pennsylvania

Danville Junior College, Danville, Illinois

Delta College, University Center, Michigan

Eastern Arizona College, Thatcher, Arizona

Elgin Community College, Elgin, Illinois

Essex Community College, Baltimore, Maryland

Fergus Falls Community College, Fergus Falls, Minnesota

Flathead Valley Community College, Kalispell, Montana

Frank Phillips College, Borger, Texas

Grand Rapids Junior College, Grand Rapids, Michigan

Greenfield Community College, Greenfield, Massachusetts

Hagerstown Junior College, Hagerstown, Maryland

Haywood Technical Institute, Clyde, North Carolina

Herkimer County Community College, Herkimer, New York

Highline Community College, Midway, Washington

Holyoke Community College, Holyoke, Massachusetts

Housatonic Community College, Bridgeport, Connecticut

Illinois Valley Community College, Oglesby, Illinois

Jefferson College, Hillsboro, Missouri

Kansas Community College, Kansas City, Kansas

Keystone Junior College, La Plume, Pennsylvania

Kirkwood Community College, Cedar Rapids, Iowa

Lakewood Community College, White Bear Lake, Minnesota

Lancaster Regional Campus, USC, Lancaster, South Carolina

Lehigh County College, Schnecksville, Pennsylvania

Linn-Benton Community College, Albany, Oregon

Longview Community College, Lee's Summit, Missouri

Louisiana State University at Eunice, Eunice, Louisiana

Maple Woods Community College, Kansas City, Missouri

Maricopa Technical Community College, Minneapolis, Minnesota

Massachusetts Bay Community College, Wellesley, Maine

Massasoit Community College, Brockton, Massachusetts

Mattatuck Community College, Waterbury, Connecticut

Mesa Community College, Mesa, Arizona

Middlesex County College, Edison, New Jersey

Midlands Technical College, Columbia, South Carolina

Mitchell Community College, Statesville, North Carolina

Montgomery College, Rockville, Maryland

Modesto Junior College, Modesto, California

Muskegon Community College, Muskegon, Michigan

Nebraska Western College, Scottsboro, Nebraska

New Hampshire Technical Institute, Concord, New Hampshire

New Mexico Junior College, Hobbs, New Mexico

Northeastern Junior College, Sterling, Colorado

North Hennepin Community College, Minneapolis, Minnesota

Northwest Community College, Powell, Wyoming

Norwalk Community College, Norwalk, Connecticut

Oakland Community College, Bloomfield Hills, Michigan

Orange Coast College, Costa Mesa, California

Palo Verde Community College, Blythe, California

Parkland College, Champaign, Illinois

Presentation College, Aberdeen, South Dakota

Rhode Island Junior College, Warwick, Rhode Island

Rowan Technical, Salisbury, North Carolina

Santa Barbara City College, Santa Barbara, California

Schoolcraft College, Lironia, Michigan

Seattle Central Community College, Seattle, Washington

Sinclair Community College, Dayton, Ohio

Sheldon Jackson College, Sitka, Alaska

Skagit Valley College, Mount Vernon, Washington

Snow College, Ephraim, Utah

Southern State College, El Dorado, Arizona

Southwestern Oregon Community College, Coos Bay, Oregon

St. Louis County Junior College District, St. Louis, Missouri

St. Philips College, San Antonio, Texas

Sue Bennett College, London, Kentucky

Sumter Area Technical College, Sumter, South Carolina

Suomi College, Hancock, Michigan

Tarrant County Junior College, Ft. Worth, Texas

Treasure Valley Community College, Ontario, Oregon

Ulster Cu. Community College, Stone Ridge, New York

Utah Technical College at Provo, Provo, Utah

Walla Walla Community College, Walla Walla, Washington

Wesley College, Dover, Delaware

William Rainey Harper College, Palantine, Illinois

Willmar Community College, Willmar, Minnesota

Wytheville Community College, Wytheville, Virginia

York Technical College, Rock Hill, South Carolina

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